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## THE HIGH SCHOOL JOURNAL

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### EDITORIAL COMMENT

Millions for higher education and millions for roads.

We can hardly afford to rebuke for littleness of faith those boys and girls who took literally the injunction: "Knock, and it shall be opened unto you."

Sixth place in the sisterhood of States in richness of agricultural products, and forty-seventh in literacy, according to reports. Heaven's blessings attend her!

It is under the fostering hand of legislative patronage alone that the temple of science can be thrown open to all.—*Governor William Miller to the Legislature in 1815.*

It is a thing of no great difficulty to interpose objections to the plan for enlarged educational facilities in North Carolina, but to present a better plan is quite troublesome.

What people will not love a government whose constant solicitude is for their happiness, and whose ambition is to elevate their character in the scale of intelligent beings.—*Archibald D. Murphy in his report to the Legislature in 1817.*

In 1776 it was written in our constitution that "all useful learning shall be duly encouraged in one or more universities," and this solemn injunction led Governor John Branch to say to the Legislature in 1818: "Let it be recollected that by this chart we are bound as the servants of the people under the solemnities of an oath, to steer the vessel of State."

I fear, gentlemen, if those venerable father were to rise from their tombs, they would reproach us with supineness and neglect, and would not listen to our plea of want of power. We shall never know what power we have until we exert it; and it holds in political as well as in physical strength, that it is increased by exercise.—*Governor Gabriel Holmes to the Legislature in 1822.*

The passage of the State officers' bill on January 11 increased the compensation of the state superintendent of public instruction to \$5,000. The measure passed the House by a vote of sixty-five to forty-four and the Senate by a vote of twenty-eight to twenty, the opposition arguing hard times. Many of those opposing the bill are themselves beneficiaries of a public school system the direction of which has been largely a labor of love since the office of superintendent was created in 1852.

It [the University] has contributed perhaps more than any other cause, to diffuse a taste for reading among the poor, and excite a spirit of liberal improvement; it has contributed to change our manners and elevate our character; it has given to society many useful members, not only in the liberal profession, but in the walks of private life; and the number of pupils who are honored with seats in this Legislature is a proof of the estimation in which they are held by their fellow citizens. . . .

In this state of things and at a moment when former prejudices have died away, when liberal ideas begin to prevail, when the pride of this State is awakening and an honorable ambition is cherished for her glory, an appeal is made to the patriotism and the generous feelings of the Legislature in favor of an institution, which in all civilized nations, has been regarded as the nursery of moral greatness, and the palladium of civil liberty. . . . It is due to North Carolina, it is due to the great man who first proposed the foundation of the University, to foster it with parental fondness and give to it an importance commensurate with the high destinies of the State. —*Archibald D. Murphy to the Legislature in 1817.*

The constitution of North Carolina, which every member of the Legislature takes oath to support, when he qualifies, declares "that one or more universities shall be established." This is no unmeaning provision. It is replete with wisdom, patriotism, benevolence, obligation. . . . Nor does the obligation cease with the mere act of incorporating trustees; it extends with full force, and with unceasing application, to the endowing said universities with such ample funds, as are requisite for affecting this constitutional provision. No member of the Legislature of North Carolina therefore, can discharge his duty, or comply with the solemn obligations of his oath, if he refuses or neglects to endow the University with such funds, as the resources of the State, and the wants of the institution, warrant and demand, for carrying into full and complete operation the intentions of the wise and beneficent framers of the constitution.—*Raleigh Register, August 16, 1830.*

## *The Real Issue*

The campaign for higher education now in progress through the Association for the Promotion of Higher Education in North Carolina, will be recorded in our educational history as a significant movement. As evidence of the awakening of the people the campaign resembles in spirit the long agitation which resulted in the revival under Calvin H. Wiley in the fifties and the awakening which followed the leadership of Aycock in the early part of this century. Whatever the outcome, the campaign remains a really great effort to provide in North Carolina higher educational facilities adequate and worthy of a great and growing State and her host of sons and daughters.

"Shall North Carolina go forward or backward? That question will be answered very largely in our attitude toward education. We cannot build in greatness on a foundation rotten with illiteracy. . . . Will the great progressive spirit inherent in the heart of North Carolina, the purest American commonwealth of them all, prevail against the reactionary principles of a few? The conflict is one between ideals and the sordidness that places money above all else." With these questions the citizens' committee of the Association for the Promotion of Higher Education appeals to the people of North Carolina. Wide publicity has been given to the needs of the higher institutions of learning and an earnest effort is being made throughout the State to move forward and provide adequately for them.

Members of the Legislature are reminded that many of them have received their most sacred and valuable inheritance within the consecrated walls of the same institutions which now appeal for help. They are also reminded that there is no better test of their faith in the faith of the founders of these institutions and of their devotion to that democratic principle, the equality of educational opportunity, than the extent and sufficiency of provisions for the higher education of all North Carolina's sons and daughters.

Some opponents of the policy of wide expansion argue economic depression and hard times, while others whisper of danger to the party which in times like these advises large expenditures for any purpose. It is this kind of argument which has throughout our history palsied the energies of the State and made of partisan politics a deadly upas to education and progress. Policies of economy in education and roads have kept us poor, ignorant, and in the mud. Are the means lacking? Are the people unwilling? Is the plan proposed impracticable? Will the State not profit immeasurably by large expenditures for the elevation of the whole people?

Democracy is dependent upon the education of the masses to obtain its leaders. Times of unrest and uncertainty are not the times for the colleges and universities to relax; rather they are the times for greater effort and worthier endeavor. Now of all times North Carolina is confronted with problems that disquiet and confuse. The demand for leadership was never greater. The need is for general diffusion among the masses of the spiritual gains of the past which are yet the possession of so few.

In this proposed undertaking as in all enterprises for public enlightenment, political fears and strivings must yield place to political courage and patriotic zeal for public welfare. North Carolina must make her progress through education. But if the progress that is desirable is to be achieved within the years now visible to us there must be no complication of petty issues to block the way. Such issues are not only unworthy but they mean a long struggle in which the real issues, on which all thoughtful and patriotic people should concentrate, would be lost to view. Enlightened leaders in the Legislature, those who place the public welfare above party prejudices, will persevere with tireless patience and unabating zeal to bottom the commonwealth upon the virtue and intelligence of all her citizens. They will seize this opportunity to place the future of North Carolina upon a foundation secure and unshakable. Their constant solicitude for the improvement of the people of the State will build pillars of support in the hearts of her citizens. And they can render their service immortal by consecrating it to the interests of North Carolina, by boldly advocating and defending the rights of her youth, by providing more light for the souls of men.—Edgar W. Knight.

George Howard, Jr., formerly superintendent of Edgecombe County Schools, who has been representing the Row, Peterson Company, publishers, during the past year, goes to the North Carolina College for Women February 1st. During the spring term Mr. Howard will give courses formerly taught by Miss Etta Spier, who will go on leave of absence to study at Columbia University. Mr. Howard will also act as principal of the Normal Training School and during the summer session will give courses in education.

Dr. Harry Clark who has served for many years as Professor of Education and High School Visitor, University of Tennessee, has resigned and becomes Tennessee Baptist Educational Secretary. For the present his headquarters will be in Knoxville. Dr. Clark has numerous friends throughout the South who wish him long and useful service in his new undertaking.